Kimberly Castro

Listening and Speaking Final Project

**Listening Activity #1:** Cloze Activity

**Language/ Level/ Theme:** Spanish I / Family

**Stage 1** on the Language Learning Continuum

**Objective:** Students will identify family members and related vocabulary by listening to a song and completing a cloze activity.

**Activity Description:**

* Written warm-up: Describe three family members. Students were given a sentence frame: Mi \_\_\_\_\_\_\_ es \_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_\_, y \_\_\_\_\_\_\_\_\_\_. Ex: Mi hermano es alto, guapo, y perezoso.
* As a whole class, we brainstormed a list of possible pets, ranging from traditional to exotic. Students provided Spanish words for common pets such as dog (perro) and cat (gato), and they used English for animals they did not know, and I provided the Spanish (ex: giraffe=jirafa).
* I explained that we would be listening to a song three times so students had plenty of time to listen to it. We listened to the song “Tengo una familia grande” by Barbara MacArthur. They listened one time with no written words provided, then I passed out a cloze activity. Students listened a second time while they filled out the cloze, and a third time to verify their answers and fill in any words that they missed.
* We discussed the humor in the song, checked the cloze answers together as a whole class, then students used colored pencils to underline words from the song in three different categories: family words, numbers, and animals. Each category was underlined in a particular color.
* Students were informally assessed while completing the activity by monitoring which students struggled (one) and how many changes students made when we self-corrected. The cloze activity was turned in and assessed for proper underlining.

**Technology:** CD: Sing, Laugh, Dance and Eat Tacos by Barbara MacArthur.

**Reflection:** The activity went well. The song had a very funny ending that had students engaged. Students were not anxious over completing the activity as it was properly scaffolded and they knew in advance that they would have several times to listen to the song. Students were able to complete the cloze independently (except for a student with a documented reading disability, who completed it with help from a peer.) This lesson can be improved by completing the underlining part on a different day. Student engagement was lower at this time I believe due to being bored by the song. It was also more confusing for them to deal with the different activity after having just completed the cloze.

**Listening Activity #2:** Following Directions (Monsters)

**Language/ Level/ Theme:** Spanish I / Body Parts

**Stage 1** on the Language Learning Continuum

**Objective:** Students will recognize body parts and adjectives by listening to a teacher description of a “monster” and drawing it accurately.

**Activity Description:**

* As a warm-up, we played Simon Says
* Used Think-Pair-Share to create questions we could ask about the appearance of a monster
* I posted a picture of a monster on the Elmo (overhead projector) and the whole class described the monster while I wrote down the descriptions on the board.
* Next I described a monster and students were allowed (but not required) to take notes on the appearance of the monster. All students were required to draw the monster being described. Students then showed their finished pictures to each other and we compared them to the teacher picture.
* These pictures were turned in so they could be assessed.
* The next day we followed up on this activity by students individually creating their own collage monster using pieces cut out from a magazine. They then wrote a description on the back of the collage.

**Technology:** Elmo projector

**Reflection:** Yay! There was great engagement and performance on this activity. Students showed a lot of creativity in their own creations and were stretched to use body parts and adjectives that they would not have used otherwise. The whole class description of the monster did not have all students engaged. In the future I would use whiteboards or another active engagement activity to involve all students. Next time I would also follow up on the collage activity by having students pair up and ask and answer questions about each other’s monster and attempt to draw their partner’s monster, in order to include even more listening and speaking.

**Speaking Activity:** Verbal Hot Potato

**Language/ Level/ Theme:** Spanish I / Food

**Stage 1** on the Language Learning Continuum

**Objective:** Students will ask and answer questions about food by playing verbal hot potato.

**Activity Description:**

* Warm-up: students identified plastic food
* We used Think-Pair-Share to prepare questions relating to food
* Teacher wrote questions on the board, correcting grammar while doing so, and rewording or eliminating inappropriate or confusing questions
* Students chose one question and wrote it on an individual whiteboard, then played verbal hot potato in groups of 5. (Students asked each other the question when it was their turn, and the student they called on had to answer the question in a complete sentence. When a random timer went off, whatever student was talking had to mark a point on the whiteboard. They winners were those that had fewest points.) I had the students form other groups based on how many points they had. Students with zero or one points at the end of the final round were awarded homework passes.

**Reflection:** I loved this activity! Students were very engaged and there was so much listening and speaking. This activity can be improved by allowing more time for creating questions and giving more examples of questions. There was not enough variety in the questions because students were not exposed to enough teacher-generated examples.